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ABSTRACT

This selected bibliography is an annotated compilation of 62 bibliographies, directories, and related reference works on various aspects of educational programs in the non-formal, or non-school, educational sector. Items included have been identified at the Hillman Library and at the International and Development Education Clearing House of the University of Pittsburgh, Pennsylvania. (Author)

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# RESEARCH ON NON-FORMAL EDUCATION:

# AN ANNOTATED BIBLIOGRAPHY

# OF BIBLIOGRAPHIES

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## INTRODUCTION

This selected bibliography is an annotated compilation of 62 bibliographies, directories, and related reference works on various aspects of educational programs in the non-formal, or non-school, educational sector.

Items included have been identified at the Hillman Library and at the International and Development Education Clearing House of the University of Pittsburgh, Pennsylvania. Comments, inquiries, or suggestions for amplifying the compilation will be most welcome.

This bibliography will form a chapter in my forthcoming bibliography, Non-Formal Education: An Annotated, International Bibliography of the Non-School Educational Sector, to be published by Frederick Praeger in the spring of 1972.

R.G.P.
1/6/72

SECTION I

Planning Non-Formal Educational Programs

1.1 - 1.9

1.1 Agency for International Development, Bureau for Technical Assistance, Office of Education and Human Resources. Non-Formal Education. AID Bibliography Series No. 2. Washington, D.C., 1971. Pp. 161.

This extensively annotated list of references "for A.I.D. technicians" is organized in four major sections: (1) Definition and Scope of Non-Formal Education, (2) Functions, (3) Delivery Systems, and (4) Target Areas.

1.2 Brode, John. The Process of Modernization: An Annotated Bibliography of the Sociocultural Aspects of Development. Cambridge: Harvard University Press, 1968. Pp. 378.

This very extensive cross-referenced work is divided into major sections on (1) general theory, (2) industrialization, (3) urbanization, and (4) rural modernization. It includes many case studies either directly or indirectly concerned with problems and processes of non-formal education in both urban and rural settings. Current to the mid-1960's, this is an excellent reference work.

1.3 Center for Educational Reform. Annotated Bibliography on Educational Change. Washington, D.C.: The Center, 1971. Pp. 22.

Lists books and periodicals dealing with educational change and alternative models. Each entry includes a brief description. Contains numerous items on non-formal educational programs and possibilities.

1.4 Goldstaub, Jesse (ed.). Manpower and Educational Planning: An Annotated Bibliography of Currently Available Materials. Pittsburgh, Pa. : University of Pittsburgh, School of Education, International and Development Education Program, July, 1968.

Although the majority of entries in this highly selective bibliography are concerned with manpower and the formal educational system of the elementary, secondary and higher levels, materials covering on-the-job training, apprenticeship programs, military training, etc. in the non-formal sector are included as well. Each item is extensively and critically annotated. Organization is in eight parts: i.e., (1) Demography; (2) Economic Development and Manpower Planning; (3) Agricultural Development, Rural Education and Manpower; (4) General Educational Planning and Primary Education; (5) Secondary Education and Mid-Level Manpower; (6) Tertiary Education and High Level Manpower; (7) Educational Administration and the "Economics of Education"; and (8) Media and Curriculum.

1.4 (cont.)

This is a helpful but somewhat difficult to use work, as it uses neither pagination, a table of contents, nor an index.

1.5 Harman, David. "Bibliography of Ph.D. Thesis on the Development of a Community-Based System of Fundamental Education." Cambridge, Mass.: Harvard University, Center for the Study of Education and Development, 1971. Pp. 51.

1.6 Kobayashi, Tetsuya. Survey on Current Trends in Comparative Education. Documents on Educational Research 2. Hamburg: UNESCO Institute for Education, 1971. Pp. 193.

In the spring of 1969, the Institute circulated a questionnaire to individual researchers and institutions in the field. Over 300 replies are here organized into four major groupings: (1) research published since 1967, (2) research in progress, (3) research proposed, and (4) teaching activities. A category of out-of-school, or non-formal education, is included in the first four groupings, but little work of importance is reported.

1.7 Marien, Michael. Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts and Proposals. Syracuse, N.Y.: Syracuse University, Educational Policy Research Center, 1971. Pp. 223.

This extensively and well-annotated bibliography of 936 items attempts "to sketch out the range of literature that is relevant to educational policymaking." It concentrates on materials containing forecasts, trends and proposals--or documents on current changes, future states and "recommended states of affairs that ought to occur." Also describes 22 documents on adult and continuing education from "low-visibility institutes and centers."

1.8 Marien, Michael. Essential Reading for the Future of Education: A Selected and Critically Annotated Bibliography. Syracuse, N.Y.: Syracuse University, Educational Policy Research Center, 1971. Pp. 71.

Although the 200 items presented are largely concerned with educational trends and futures, there is much here of interest to the student of non-formal education. This work is drawn from the author's larger work, Shaping the Future of American Education, Syracuse: EPRC, 1969. Pp. 101 (539 items).

1.9 Webster, Maureen (with the assistance of H. G. Meyers, Don Adams, Jerry Miner). "Educational Planning and Policy: An International Bibliography." Syracuse, N.Y.: Syracuse University Research Corporation, Educational Policy Research Center, June, 1969. Two vol. Pp. 654. (Working draft.)

Contains 4927 items on educational planning techniques and experiences throughout the world. Includes items on "the internal planning of formal school systems" as well as "other instructional systems and training arrangements." Also covers in detail "those interrelationships of education, economy and society which most directly affect educational planning." Organization is in six parts: (1) The Planning Context: Education and National Development; (2) Comprehensive and Partial Planning; (3) Financing Educational Plans; (4) Influences on Plan Targets; (5) Productivity and Efficiency; and (6) Bibliographies. Part 4 especially contains numerous items concerning particular kinds of education for particular groups or environments. Much of this material is directly relevant to a study of the non-formal education sector. Contains separate author and country-region indices.

# SECTION II

## Area Studies of Non-Formal Educational Programs

## 2.1 - 2.9

2.1 Bibliography on Educational Wastage in the Arab Countries. Beyrouth: Centre Regional, The Library and Documentation Unit, 1969. Pp. 50.

Includes selected materials on out-of-school educational and training programs.

2.2 Brembeck, Cole S. and John P. Keith. Education and Development in Emerging Africa. East Lansing, Mich.: Institute for International Studies in Education, 1966. Pp. 153.

This annotated bibliography includes books, documents and periodicals covering educational planning, administration and programs in both formal and non-formal educational sectors.

2.3 Brembeck, Cole and Edward W. Weidner. Education and Development in India and Pakistan. East Lansing, Mich.: Institute for International Studies in Education, 1962. Pp. 221.

2.4 Brown, Lalage. African Adult Education: A Bibliography. Zambia, Lusaka: The University of Zambia, Department of Extra-Mural Studies, 1966. Pp. 77. (Mimeographed.)

2.5 Commonwealth Secretariat. Directory of Educational Provisions for Handicapped Children in Developing Commonwealth Countries. London: The Secretariat, 1971. Pp. 128.

Not more than two percent of the five million physically and mentally handicapped children in the developing countries in the Commonwealth are known to be in school. Governments burdened by more pressing problems, it would seem, have been unwilling or unable to regard the provision of education for handicapped children as more than peripheral. Moreover, the number of handicapped children is rapidly increasing as medical care becomes more widely available, and the problem is likely to intensify in the future.

This directory takes stock of existing provisions in Commonwealth member countries in both special schools and in non-formal education training facilities. Data are organized into eleven categories: responsible authority, other public or private bodies involved, publication and reports, schools and institutions, staffing, teacher training faculties and arrangements, aid, finance, legislation, incidence of handicap, and other information.

2.6 Hanson, John W. and Geoffrey W. Gibson. African Education and Development Since 1960: A Selected and Annotated Bibliography. East Lansing: Michigan State University, Institute for International Studies in Education and African Studies, 1966. Pp. 327.

2.7 Indian Adult Education Association. Research and Experiments in Functional Literacy in India: A Selected Annotated Bibliography. New Delhi: The Association, 1967. Pp. 32.

2.8 Molnos, Angela. Development in Africa, Planning and Implementation: A Bibliography (1946-1969) and Outline, With Emphasis on Kenya, Tanzania and Uganda. Information Circular No. 3. Nairobi: The East African Academy Research Information Centre, 1970. Pp. 120. (Appendices.)

Emphasizes implementation of planning and development of the agricultural sector in Africa. Items on, or related to, non-formal education activities are included.

2.9 Sheffield, James R. and Victor P. Diejomaoh. Non-Formal Education in African Development. New York: African-American Institute, October, 1971. Pp. 353.

This survey of major African non-formal education programs contains an extensive bibliography, and reports 37 case studies of training in industry, agriculture, national youth services, and in other areas. In Chapter 15, "Conclusions," the authors characterize programs, assess their impact, examine relationships between formal and non-formal education, and present an agenda for further research. They conclude that "further systematic evaluation of non-formal education is urgently needed to provide the basis for the sorts of policy decisions which African governments and external donors must make." This is an exceedingly valuable source book on non-formal education programs in Black Africa.

## SECTION III

### Agents Providing Non-Formal Educational Programs

### 3.1 - 3.11

3.7 Lyons, James. "Church-Sponsored Non-Formal Educational Programs," University of Pittsburgh, School of Education, International and Development Education Program, 1970. Pp. 4. (Mimeographed.)

A short bibliography of 26 recent items covering non-formal education activities offered by religious organizations. Items were all selected from religious publications in the Pittsburgh Theological Seminary library.

3.8 Mesics, Emil A. Education and Training for Effective Manpower Utilization: An Annotated Bibliography on Education and Training in Work Organizations. Bibliography Series 9. 68. Ithaca: N.Y.: Cornell University, New York State School of Industrial and Labor Relations, 1969. Pp. 68

3.9 New Schools Exchange. A Directory of New, Innovative Schools in the United States and Canada. Santa Barbara, Calif.: The Exchange (n.d.). Pp. 30.

This directory lists 383 new schools, addresses, grades taught, and if attended by children or adults. A Supplement appeared in Fall, 1970 which added the names of 179 more programs. Many of these institutions are simply "progressive," or "more free," schools within the formal school system. Others are clearly non-school (i.e., non-graded and non-articulated) and fall within the non-formal sector. Notes that the groups most commonly participating in new schools are liberal upper-middle class whites, the new youth culture, and ethnic (Black and Red) minorities.

3.10 Organization for Economic Cooperation and Development, and the Internacional Council of Voluntary Agencies. Development Directory: An International Directory of Non-Profit-Making, Non-Governmental Organizations Participating in Development Aid. Geneva, The Council, 1970. Pp. 231.

Published in separate English and French editions, the Directory lists aims, staff, programs, income, publications, etc. of over 1,000 organizations offering development aid in Africa, Asia, Latin America and Oceania. Development sectors covered include: agriculture, cooperatives, education and training, health, social services, labor relations, communications and transport, industry, public administration, planning, and others.

3.1 Bricker, George W. Bricker's Directory of University-Sponsored Executive Development Programs. 1971 Supplement. Wilton, Conn.: Bricker Publications, 1970. Pp. 85.

3.2 Copenhaver, Christina and Jane Boelke. Library Service to the Disadvantaged: A Bibliography. Bibliography Series No. 1. Minneapolis, Minn.: Educational Resources Information Council Clearinghouse on Library and Information Sciences, December, 1968. Pp. 18.

Many of the Educational services reported take place in structured, non-formal educational projects outside the formal, age-graded school system.

3.3 Gamble, Connolly C. Continuing Education and the Church's Ministry: A Bibliographical Survey. Richmond, Va.: Union Theological Seminary, 1967. Pp. 18.

A wide variety of materials on Church supported educational programs is presented.

3.4 International Council of Voluntary Agencies. Africa's NGOs: A Repertory of Non-Governmental Organizations in Africa. Geneva, Switzerland, 1969. Pp. 285.

This directory lists some 1,800 voluntary agencies concerned "with the promotion of human welfare in all its forms." Four hundred organizations, many involved in non-school educational and training activities, are described in detail concerning their programs, location, resources, grass-root support, and regional and international affiliations.

3.5 International Secretariat for Volunteer Service. A Directory of Voluntary Sending Organizations: Central and Overseas. Geneva, Petit-Lancy: The Secretariat, 1971. Pp. 65.

3.6 Library of Continuing Education. Directory of Adult Education Organizations. Syracuse, N.Y.: Syracuse University, 1970. Pp. 50.

Current, comprehensive and international in scope, this directory offers a valuable research tool for the study of the non-formal education sector in general, and the identification of agencies offering non-school educational programs and activities to U.S. adults.

3.11 Summerhill Society. A Bibliography for the Free School Movement. New York, N.Y.: 1969. Pp. 82.

This is a comprehensive compilation of book, article, report, etc. titles on the origins and current status of formal and non-formal educational programs which seek to offer alternatives to "non-free schools."

SECTION IV

# Target Learner Populations in Non-Formal Educational Programs

4.1 - 4.14

4.1 Annotated Bibliography on Inservice Training in Mental Health for Staff in Residential Institutions. Public Health Service Publication No. 1902, 1969. Pp. 32.

This annotated bibliography presents 86 entries on in-service training classified into the following sections: (1) Regional Conferences (National Institute of Mental Health planning conferences on in-service training held in 1963), (2) Multidiscipline, Multilevel Training, (3) Professionals (administrators, psychiatrists, psychologists, psychiatric nurses), (4) Child Care Workers, (5) Aides, Attendants, Technicians, and (6) Volunteers.

4.2 Canadian Teachers' Federation. Paraprofessional School Personnel. Ottawa, Ont.: The Federation, 1970. Pp. 33.

A helpful compilation of current publications on the non-formal training of paraprofessionals for formal schools. (Bibliographies in Education, No. 16.)

4.3 Continuing Education in the Professions. Current Information Sources, No. 1 (1967) and No. 24 (1969). Syracuse, N.Y. ERIC Clearinghouse on Adult Education. Pp. 8, 95.

These complementary annotated bibliographies cover the following areas of continuing professional education: surveys, bibliographies, and general works; engineering and technical education; chemistry and clinical psychology; medicine and health; in-service education and retraining for teachers, administrators and other personnel; the clergy, public administration; the armed forces; social work; library science; and law. Professions examined in the greatest depth are engineering, medicine, education, and administration, but whether the reason for this is that they produce the greatest number of programs and the most research, or merely that they are the most accessible, is not made clear.

A number of common features emerge in particular non-formal programs, and across professions. Some of the concerns in the engineering studies include obsolescence, motivation to participate in educational programs, lack of program evaluation, management training, the correlates of participation in educational programs, and job advancement. In the medical and health studies there is greater emphasis on the need for evaluation. A survey of medical care and continuing education of physicians by G. E. Miller (Current Information Sources, No. 24, p. 23) reveals that several studies on the effects of post-graduate non-formal education upon physicians' behavior indicate that there is little influence on subsequent practice. It is suggested that a physician's further education should be concentrated on relevant medical issues rather than on that

4.3 (cont.)

which appeals to the practitioner, that it should be conducted through practical, structured clinical demonstrations, and that it should be evaluated by changes in the physician's practice rather than by the number of participants or emotional feelings toward the instructor. The studies in the education group indicate increasing use of sensitivity training, concern for rigorous research, and the use of greater variety of teaching techniques. Across professions, one of the common features is that those who participate in non-formal continuing education programs are generally younger professionals, with higher academic achievement and with involvement in other educational activities more recent than that of the non-participants. Lack of time and financial support are cited as the major obstacles to participation in continuing education programs, but relevance to perceived needs is often noted as an important motivating factor.

4.4 DeCrow, Roger (ed.). Adult Education Dissertation Abstracts: 1963-1967. Syracuse University, New York: ERIC Clearinghouse on Adult Education, 1971. Pp. 309.

This bibliography contains citations, abstracts, and ordering information for 505 dissertations pertinent to the non-school education or training of adults. Studies are classified by broad subject headings used in the ERIC Clearinghouse on Adult Education. The principal subject areas are: types of programs, institutional sponsors, adult education as a profession, process of program planning and administration, and learning environments and instructional methods or techniques. Also represented are adult learning, education for particular clientele groups, personnel and staff development in adult education, comparative or international adult education, and kinds of devices, materials, and facilities used.

4.5 DeCrow, Roger and Stanley Grabowski (eds.). Research and Investigations in Adult Education: 1968 Annual Register. Washington, D.C.: Adult Education Association of the United States of America, 1969.

This annual register of research on educational programs for adults includes 253 abstracts collected and reported by the ERIC system in 1968. This is an excellent research and reference guide. It indicates something of the progress made in the past few years in securing greater rigor and sophistication in adult educational research.

4.10 Holcomb, Beverly J. Training the Socio-Economically Disadvantaged: A Selected, Annotated Bibliography. Little Rock, Ark.: Arkansas State Department of Education, 1969. Pp. 221.

This work presents a collection of readings of interest to persons charged with the responsibility of planning programs dealing with the education, counseling, and socialization of poor people. Entries are arranged in categories including (1) Training the Socio-Economically Disadvantaged, (2) Disadvantaged Groups and Hard-Core Unemployment, (3) Hard-Core Unemployment (a selected, annotated bibliography), (4) School Desegregation, Changing Policies and Practices, and (5)Other Bibliographies.

4.11 Mezirow, Jack and David Epley. Adult Education in Developing Countries: A Bibliography. Pittsburgh, Pa.: University of Pittsburgh, School of Education, The International Education Clearinghouse of the International and Development Education Program, 1965. Pp. 120.

Entries are listed both geographically: i.e., Africa, Near East, South and Southeast Asia, Far East and Oceania, and Latin America; and topically: i.e., General and Comparative, Community Development, Literacy, Health Education, Agricultural Extension Education, Vocational Education, Workers Education, Out-of-School Youth Programs, Women's Programs, Liberal Adult Education, and others. Each item is cross-referenced. "The bibliography is current as of January 1965." Materials cited in this comprehensive compilation fall almost entirely in the non-formal, non-school sector. It is a valuable, if dated, research tool.

4.12 Millman, Linda I. and Catherine S. Chilman (comps.). Poor People at Work: An Annotated Bibliography on Semi-Professionals in Education, Health and Welfare Services. Washington, D.C.: Government Printing Office, 1969. Pp. 32.

Contains numerous items reporting attempts to prepare paraprofessionals, or "systemic links" from poor and ethnic groups, through non-formal educational and training programs.

4.13 O'Neil, Ernest D. "The Activities of Out-of-School Youth, Youth Organizations and Related Areas: An Annotated Bibliography," Pittsburgh, Pa.: University of Pittsburgh, School of Education, International Development and Education Program, 1971. Pp. 8.

Critically assesses 32 items from the United States, Europe and the Third World on non-formal educational efforts for out-of-school youth.

4.6 Dobler, Lavinia and Muriel Fuller (comps.). The Dobler World Directory of Youth Periodicals. New York: Citation Press, 1970. Pp. 108.

Lists almost a thousand periodicals, with a circulation of more than 100 million in 50 countries, many of which are published by organizations offering non-formal education programs for youth.

4.7 Durovich, Anna (comp.). Indian Education-Bibliography. Washington, D.C.: Bureau of Indian Affairs, June, 1967. Pp. 13.

Includes some materials on non-formal education programs.

4.8 Falk, Katherine Sonneborn and Joseph W. Eaton. "Youth Organizations: A Selected Annotated Bibliography and Technical Report No. 2. HEW Project No. 2072. Pittsburgh, Pa.: University of Pittsburgh, 1964. Pp. 29.

Items are organized into four categories: "General References," "Adolescence as a Stage of Development," "Youth Movements and National Organizations," "Empirical Studies Related to Youth Organizations." This is an excellent, if somewhat dated, reference tool. Items are well selected and succinctly annotated. In a short introduction to the work, the compilers list six general "hypotheses" based on the literature reviewed: i.e., (1) that youth organizations and non-formal education are incipient and most often discussed in an ancillary fashion; (2) that U.S. writers, in contrast to Israel and the USSR, tend to ignore the role of youth organizations as formal organizations, as developmental influences in adolescence; (3) that youth organizations are adult controlled to influence the oncoming generation, not youth controlled to influence their elders; (4) that educators, etc. often see youth organizations as a mechanism by which a social system can reach marginal youth who might otherwise fail to be integrated into society; (5) that U.S. youth organizations are widespread, diverse, voluntary, and that their appeal is largely to middle-class segments of adolescent society; and (6) that youth groups are a part of a complex network of institutions concerned with socialization. Concludes that little is known about the impact of their non-formal education activities and methods, especially in comparison with formal school programs.

4.9 Garbin, A. P. et al. Worker Adjustment: Youth in Transition from School to Work, An Annotated Bibliography of Recent Literature. Bibliography 2. Columbus: Ohio State University Center for Vocational Education, 1968. Pp. 143.

4.14 Weinberg, Meyer (comp.). The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Chicago, Ill.: Integrated Education Associates, 1970. Pp. 530.

Section 13, "Innovative Approaches," includes a number of items on attempts to create non-formal alternatives and supplements to formal schooling.

SECTION V

Instructional Messages, Methods and Materials

in Non-Formal Educational Programs

5.1 - 5.15

5.1 Blaug, Mark and W. Woodhall. Functional Literacy in Developing Countries: A Trend Report on Current Research Based on a Selective Annotated Bibliography. London: Research Unit in the Economics of Education, Institute of Education, University of London, (n.d.). Pp. 34.

Reviews the literature and proposes a research agenda on questions of motivation, planning, curriculum, media, teachers, organization and administration, evaluation and linguistic problems in literacy programs. Sixty-four items are critically annotated in the bibliographic section.

5.2 Browne, George Chalmers. "An Annotated Bibliography of Adult Basic Education Readings." Pittsburgh, Pa.: University of Pittsburgh, School of Education, International and Development Education Program, 1969. Pp. 17.

The bibliography is divided into four sections: (1) history, philosophy, and strategy; (2) selection and training of personnel, teachers, supervisors and advisors; (3) students or trainees; and (4) materials, systems, and programs. It deals mainly with literacy training, but also considers other facets of adult basic education. The annotations are extensive and include other resources on literacy programs and problems, for the most part, in Latin America.

5.3 Centro regional de alfabetización funcional en las zonas rurales de America Latina. "Bibliografía sobre alfabetización." Patzcuaro, México: CREFAL, 1961. 2 Vol.

This annotated bibliography, in two volumes, on literacy training in rural areas of Latin America includes numerous items on non-formal educational aspects of teaching, literacy, on training staff, and on materials and audio-visual aids found to be of value in such efforts.

5.4 Kegley, Charles F. "The Role of Health in Developing Areas: An Annotated Bibliography." Pittsburgh, Pa.: University of Pittsburgh, School of Education, International Development and Education Program, 1969. Pp. 24. (Mimeographed.)

Presents a highly selective compilation on non-school health education programs in four sections: (1) Perspectives on the Developing World: Economic, Political, Social, Educational; (2) Health in the Developing World; (2) Development Analysis and Planning; and (4) Area Background.

5.5 Lynn, Mack et al. "Materials for the Adult Basic Education Students: Bibliography." Washington, D.C.: The National University Extension Association, 1969. Pp. 129.

This very thorough and comprehensive compilation is a valuable resource for teachers of adults.

5.6 Mezirow, J. D. "The Literature of Community Development: A Bibliographic Guide." Washington, D.C.: Training Division of the Peace Corps, Peace Corps, 1963. Pp. 177. (Mimeographed.)

This document was prepared for use in university training of Peace Corps volunteers. It is organized into seven major categories: direction finding, social and cultural factors, operational problems and practices, program areas and technical services, political and economic implications, community development as a profession, and bibliographies. Most of the entries are from the mid-fifties to the early sixties. Many of the entries are mimeographed documents and/or publications by ministries or other governmental subdivisions, and several of the publications referenced are no longer being published.

5.7 New Hampshire State Department of Education. An Annotated Bibliography of Resources in the Fields of Vocational-Technical Education and Vocational Guidance. Concord, N.H.: The Department, (N.D.). Pp. 36.

Twenty-nine annotated bibliographies on vocational-technical education and vocational guidance are presented. They are divided into five sections which provide information on trade and industrial education, the disadvantaged child, work experience programs, the drop-out, and vocational guidance.

5.8 Radical Research Center of Carleton College. The Alternatives Press Index. Northfield, Minn.: The College, Quarterly, 1971.

Published by Carleton students and faculty, the index facilitates access to material being produced by the "alternative culture," to "publications which amplify the cry for social change and social justice." This is a comprehensive source of information on the aims and activities of non-formal education programs that seek "revolutionary" goals.

5.9 Smith, Edwin H. et al. "A Revised Annotated Bibliography of Instructional Literacy Material for Adult Basic Education." Tallahassee, Fla.: Florida State Department of Education, 1966. Pp. 49.

Subject matter included covers the standard range of subjects in the U.S. adult basic education curriculum. It is divided into three sections, i.e., for introductory(grades 1-3), elementary (grades 4-6), and for intermediate levels.

5.10 Spaulding, Seth. Programmed Instruction: An International Directory. Pittsburgh, Pa. and Paris: University of Pittsburgh, School of Education, International Education Clearinghouse, and UNESCO, 1967. Pp. 189.

A compilation of responses from 65 countries on "Who is doing what . . . in the programmed instruction field?" The directory, presented in English and French, is highly selective and covers "only those major efforts which represent serious long-term commitment." A number of bibliographic items included and activities noted are concerned with programmed instruction activities in the non-formal educational sector.

5.11 United Nations Educational, Scientific and Cultural Organization, Regional Office of Education in Asia. Documents on Adult Education and Literacy: A Bibliography of Selected Documents. Bangkok: The Office, 1971. Pp. 43.

5.12 Spencer, Marion D. and Mary K. Chemerys. Bibliography of Literacy Materials, 3rd ed. Kalamazoo, Mich: Library System Adult Reading Center, 1967. Pp. 164.

5.13 Wares, Alan C. Bibliography of the Summer Institute of Linguistics: 1935-1968. Santa Ana, Calif.: The Institute, 1968. Pp. 124.

Contains over 2,500 entries dealing with non-formal language instruction in some 300 less commonly spoken languages. Items cover (1) general works, (2) articles and monographs on specific languages, and (3) instructional materials such as primers, histories, story books, etc.

5.14 Watt, Lois B. and Sidney E. Murphy (comps.). Adult Basic Education: A Bibliography from the Educational Materials Center. Washington, D.C.: Government Printing Office, September, 1968.

5.15 Whitney, Howard S. and Hassan A. Ronaghy. "Bibliography on Cooperatives and Social and Economic Development." Madison, Wis.: The University of Wisconsin, International Cooperative Training Center, 1964 and 1966. Pp. 91. (Mimeographed.)

This compilation was prepared in cooperation with the International Cooperative Development Service, USAID. See especially the section on non-formal Adult and Extension Education. The bibliography is international in scope and includes many items from Third World publications. A list of periodicals dealing with cooperatives is included on p. 91.

SECTION VI

Others

6.1 - 6.4

6.1 Bibliography of the Cornell Peru Project, 1951-1962. Ithaca, N.Y.: Cornell University, Department of Anthropology, December, 1962. Pp. 15.

Lists numerous reports of non-formal educational efforts resulting from the joint "Vicos Project" of Cornell University and the Peruvian National Indian Institute during the 1950's and early 1960's.

6.2 CIC-AID Rural Development Research Project. Bibliography on Planned Social Change: With Special Reference to Rural Development and Educational Development. 3 Vol. Madison, Wis.: The Project, 1967. Var. pagings.

Items are extensively annotated. Any propositions that the material might contain are listed following the annotation with a comment on evidence presented. The work is organized in seven major coding categories: i.e., (1) geographic, (2) category dropped, (3) economics, (4) agriculture, (5) social change, (6) education, and (7) politics and government. Items concerning non-formal educational programs are included in Sections 6.08 (Agricultural Schooling and Extension), 6.09 (Adult and Fundamental Education), 6.10 (Education Through Mass Media), and 6.16 (Human Resource Development).

The coding indexing and search systems used are highly complex and limit the work's utility. This is unfortunate, as many special items are included and well annotated. The propositions presented are often provocative and always of interest.

6.3 Kulich, Jindra. "Select Bibliography of Periodicals in International and Comparative Studies Related to Adult Education," Convergence, Vol. 3, No. 3 (1970), pp.82-90.

Lists 23 current periodicals published entirely or partly in English so as "to point out several useful contacts for adult educators interested or engaged in the comparative study of adult education."

6.4 Paulston, Rolland G. Educación y el Cambio Dirigido de la Comunidad: Una Bibliografía Anotada con Referencia Especial al Perú. Center for Studies in Education and Development, Occasional Papers in Education and Development No. 3. Cambridge, Mass.: Harvard University, April, 1969. Pp. 190.

Seeks to promote a more comprehensive and theoretical understanding of world-wide attempts to educate for directed communal change. Presents 266 items on the theme, most with extensive critical annotations. This work is taken from

materials in English, French, Spanish and other languages, and is organized according to the following taxonomy: (1) General works on the theory and doctrine of Community Development, (2) Works on Community Development techniques; (3) Works on research methodology in Community Development, (4) Empirical studies of rural development problems and projects, (5) Case studies of specific Community Development programs, (6) Texts, documents, and educational materials, (7) Evaluations of Community Development programs, (8) Bibliographies, and (9) Periodicals, publications and yearbooks. Each chapter is divided into work referring to Peru, and to other areas. Reports on a wide variety of non-formal or non-school educational and training efforts on an international scale. Also includes much material, especially for Peru, on efforts to base Community Development and related non-formal educational activities on the formal school system.

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